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Professor Adams

T.R.E Lesson Plan

Standard: CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence

Rationale: Using T.R.E to demonstrate to students how to construct a paragraph using a primary source.

Materials:

1. Primary Source on Suleiman the Magnificent
   1. Link: <http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/2863/AP%20-%201450-1750%20-%20Ottoman%20Empire%20-%20The%20Turkish%20Letters%20-%20Primary%20Source.pdf>
2. Document Camera
3. Paper that has an example of T.R.E on it

Introduction: First I have students do a must do which is part of the Sage curriculum. This is on a google slide when they walk in the door. It is like a hook that helps reinforce what they are learning or is used as an anticipation guide. For this lesson they had to identify two sources that were on an example works cited page on a google slide. I cited a book and website in MLA format. This reemphasizes the mini-lesson I did on MLA two weeks ago. Next I do the words worth knowing (vocabulary). All students have an interactive notebook that every unit they use to write notes must dos, and words worth knowing. For this lesson the vocabulary came from the primary source. The two words were janissaries and sovereign. These were two words I thought students would struggle in the primary source with as well as be on the assessment.

Activity: Next I introduced the T.R.E lesson by asking students what is a good thesis statement. Then I asked students how to find evidence and what is an argument that supports a thesis statement. Next I showed students a sheet that had T then R then E and put it on the document camera to show on the projector screen. I had students write next to T is for thesis, R is for response and in parentheses I put quote, then e is for explanation. For the 8th graders I had students generate their own thesis after reading the primary source. For the 7th graders I gave them the thesis statement. Then had I students pull out the primary source on Suleiman. I modeled how to read the document by showing how I ask questions while reading the first paragraph as well as using the paragraph at the top to help clarify what I’m reading. Then students read and did the T.R.E and if they had R.E. again. After they were done I asked students to share what they came up with. This helped students who might have struggled or need more help. The difference for the 7th graders I did was I showed some of the 8th graders T.R.E.’s samples to help them see what they were doing. I did this based off the last assessment where 8th graders found it easy to find quotes and write arguments using those quotes with a given thesis statement while 7th graders found it more difficult.

Closing: Using some of the students examples we discussed how to make their own T.R.E stronger and what they could do in the future. Students had discussions at their groups about what could make their own T.R.E. stronger.

Differentiation: For students with IEP I give them the copy of the Google Slides that explain more in depth what T.R.E is. I gave every student with an IEP or struggles with reading the T and helped them find quotes.